出國報告（出國類別：國際研討會）

參加
國際商管教育認證聯盟(AACSB)
2017 國際研討會之心得報告

服務機關：國立中正大學

姓名職稱：張碩毅 教授

派赴國家：日本東京、臺灣臺北

出國期間：2017/03/12-16、2017/3/27-28

報告日期：2017/03/29

摘要

　　本人於 2017 年 3 月 12 日至 3 月 16 日到日本東京、3 月 27 至 28 日到臺北參加國際商管教育認證聯盟(AACSB) 2017 國際研討會，共計參與三場研討會課程，包括 3 月 13 日至 3 月 14 日的商業認證研討會(BUSSINESS ACCREDITATION SEMINAR)、3 月 15 日至 3 月 16 日的學習保證研討會(ASSURANCE OF LEARNING SEMINAR)和 3 月 27 日至 28 日的副院長研討會(ASSOCIATE DEANS SEMINAR)。為了提升本校國立中正大學管理學院之教育品質和國際競爭力，本院除接受來自於教育部週期性大學評鑑和卓越教學的補助外，亦積極參與國際商管學院促進協會(AACSB International)的認證，並於 2016 年通過此一國際認可的商管教育認證。目前全球通過國際商管教育認證聯盟(AACSB)認證的學術機構已達 786 個，而目前臺灣地區已有 20 所商管學院已通過國際商管教育認證聯盟(AACSB)認證。

　　此次研討會議皆是國際商管學院促進協會所主辦的年度重要會議，參加的人士包含世界各地參加國際商管認證的世界各國大學的商管學院院長、副院長與其他教師等人，透過活動的參與有助於了解國際商管教育認證聯盟(AACSB)全貌及認證指標重點，亦是參加國際商管認證的學校須參與的重點研討課程。本出國報告含參加該研討會之目的、參加過程、心得感想、以及相關建議事項。

目次

目的

　　國際商管教育認證聯盟(AACSB)之標準講求投入(Engagement) 、 創新(Innovation)以及影響力(Impact)。此次參與的是國際商管教育認證聯盟(AACSB)的重要年度研討會議，主要為四大課程，不同課程皆有關於特定、聚焦的主題討論，但仍扣緊在探討指標(Standard)、創新(Innovation)、學習品質保證(AOL)以及學習品質保證之應用(AAOL)等方面，課程內容預期協助實現個人或機構之目標。AACSB係針對世界各管理學學院認證的非政府組織，核心任務是推動全球管理教育品質的認證，廣為全球重視與推崇，本次 2017 的研討會在日本東京及臺北舉行，除透過小組討論互相學習激盪出不同的解決困難之道，並藉由各課程議題及分享了解最新的制度及工具，本人藉由參與此研討會以掌握最新資訊，並且與國際學者進行交流，藉由會議的參與取得相關的資訊。

過程

　　本人於 2017 年 3 月 12 日前往日本，參加由國際商管教育認證聯盟(AACSB)主辦之兩大研討會課程：商業認證研討會(Business Accreditation Seminar)3/13-14，學習保證研討會(Assurance of Learning Seminar, AOLS) 3/15-16。而除了參與研討會外，也與來自於臺灣、澳洲、中國大陸等的世界各大學教師交換名片，並交流彼此進行國際商管教育認證聯盟(AACSB)認證的經驗。

　　於 3/13、3/14 兩日，本人參加商業認證研討會(Business Accreditation Seminar)，藉著這個機會本人能夠與各地區的學術機構代表，互相學習在推動國際商管教育認證聯盟(AACSB)認證時所會遭遇之困難與挑戰；透過小組活動，參與者也試著將自己學校的使命和國際商管教育認證聯盟(AACSB)認證標準之間做連結。13 日一早在用完早點後，先聆聽關於本研討會學習目標及認證的目的，讓與會人員對此次活動有了概略了解，接著再談到各項商業認證的標準，對於新的認證標準有更深入的介紹；14 日的課程談論的是一系列學習與教學方面的標準，關於創新部分，強調的是不只課程教法要創新，教學也是。有了課程創新之後，教師投入教學或是研究出現的成果，可以為管院增添影響力。首先談論到教師資格及參與的部分標準 15 教師資格與參與(Standard 15: Faculty Qualifications and Engagement)，根據標準 15 教師資格可分為四類(SA、PA、SP 及 IP) 此與臺灣現行制度不一樣，不是升等至一定的層級，就不用參與研究；而參與部分分為教師參與教學與研究投入，亦了解持續改進質量管理教育的重要性。教師的論文水準，不論質或是量都有各自的衡量依據，比如導入下載率，當作量化的依據，然後導入影響係數(Impact Factor)當作質量依據。在享用美味的午餐後，下午的議題是商業認證標準，有關學習與教學的部分，談論到課程管理與學習保證、課程內容、學生與教師的互動還有教學效果等標準。

　　第二場是從 3/15 至 3/16 的學習保證研討會(Assurance of Learning Seminar,

AOLS)，每年國際商管教育認證聯盟(AACSB)都會在各地區舉行學習品質保證(AOL)研討會，以輔導各學校如何來進行學習品質保證(AOL)，進而了解其執行過程，此會議議程共為期兩天，第一天首先概述介紹學習品質保證(AOL)，一開始講師介紹了學習品質保證(AOL)之目的、實行的步驟程序，深入的闡明各步驟並介紹許多實務範例，引起學員間討論熱烈且發問踴躍；品嘗美味的午餐過後，講師繼續探討更多更詳細實例回顧，接著介紹了學習目標與目的，也讓各學員試著練習寫出學習目標與目的。16 日的課程主要討論「如何確保學習與教學品質」，將課程放入學習品質保證(Assurance of learning, AOL)系統中以測驗學生與老師的教學成效，較以往打成績不同的地方是，這個同時採用學生與老師的評分，不採用學習成績，而是用學習目標作為衡量依據。下午則有機會參考一些已通過認證的學校的做法，了解他們曾面對的問題及解決方式，並讓學員相互討論，將討論的結果分組做報告，整個研討會內容豐富且充實。

第三場是舉辦於臺灣政治大學的副院長研討會，3 月 27 日第一天早上報到完後，先概略瞭解研討會的簡介與目標，接著深入解釋副院長的角色與職責，包含目標、期望與益處，也介紹了國際商管教育認證聯盟(AACSB)的認證標準；片刻休息之後，開始探討管理學院和研究的責任與資源，這部分談論到師資與課程的部署、師資管理與支持，也提出許多令人深省的問題；享用美味的午餐之後，延續剛才的主題，繼續探討管理課程和學習保證與管理學生服務和對外關係的責任與資源，在管理課程與學習保證的部分，談論到計畫組合的要素、變化與屬性，介紹課程管理流程，接著更深入介紹國際商管教育認證聯盟(AACSB)的認證標準，並聚焦在學習品質保證(Assurance of learning, AOL)的領域，談論了許多課程管理的議題，也介紹其他的學習品質保證(AOL)資源；茶點與休息之後，接續探討管理學生服務與對外關係的部分，學生服務包括一些課程與課外的活動、學生支持服務等等，接著深入介紹這些學生服務的活動，對外關係有行政教育和校友服務，經過講者詳細的解說，讓大家對這些常見的詞彙有更深層的認識。第二天一早的

主題延續昨日責任與資源的議題，今天談論的是管理人員和財務的部分，首先探討專業管理人員的服務和他們與學院的關係，也介紹了學院收入的種類還有財務管理模式，分成集中管理(Centrally Administered Management ,CAM)和以責任為中心的管理(Responsibility Centered Management ,RCM)，接著討論收縮預算與副院長財務的議題，像是可以提高資金、降低開銷或重新部署學院(和員工)等等，講者在這些議題中舉了許多淺顯易懂的實例，之後也談論關於募款的內容；下一個主題是平衡管理與學術作品，主要談論工作與生活的平衡關係在和其他協助工作角色，讓人了解真正重要的事情與任務優先等級與時間管理，也思考長期的職業規劃與得到許多好的建議，最後由講者為整個研討會做總結，讓這兩天的議程畫下美好的句點。

心得

　　此次能夠參與 2017 國際商管教育認證聯盟(AACSB)舉辦的一系列研討會，並與來自世界各地的國際學者互動，與來自不同學校商學學院院長、副院長與其他教師之間的交流是難能可貴的經驗，並且經由參與不同主題的研討會，了解最新的制度與工具，學習通過認證之學校經驗，收穫十分豐富。此外本次參與的課程，所帶回的課程議程及其附件諸如標準及投影片等，對未來參與國際商管教育認證聯盟(AACSB)所舉辦的活動及認識相當有幫助。

　　感謝國立中正大學管理學院對於國內學者參與國際研討會所給予的支持與補助，才能讓人有機會前往東京參與此難得的工作坊，與來自全球各地的學者齊聚一堂，進行經驗的交流與分享。

建議事項

　　建請科技部持續爭取預算，鼓勵國內大專院校之商學院參與國際商管教育認證聯盟(AACSB)認證或相似認證，讓臺灣的商學教育、研究能與國際接軌及交流，並站上國際舞臺。鼓勵國內學者或學校能夠在未來踴躍參加各種性質的國際性研討會，這不僅可以為臺灣打開學術知名度，同時也能夠讓學界與業界了解目前全球趨勢與潮流。

　　商管認證的一系列研討會為該組織之年度重要活動之一，全世界各地參與商管認證之學校皆派教師與加，不少學校甚至派遣多位教師參與，顯現出其重要性。各課程內容豐富且讓本人獲益良多，參與該活動有助於了解國際商管教育認證聯盟(AACSB)全貌及認證指標重點，也建議日後可以考慮加派數名教師一同參與，以達到完整學習和深入的了解。

照片

2017 Business Accreditation Seminar

研討會現場	研討會現場
研討會識別證	研討會名牌
本人合影於研討會現場	研討會手冊

2017 Assurance of Learning Seminar

研討會現場	研討會現場
研討會現場	研討會現場
本人合影於研討會現場	研討會手冊
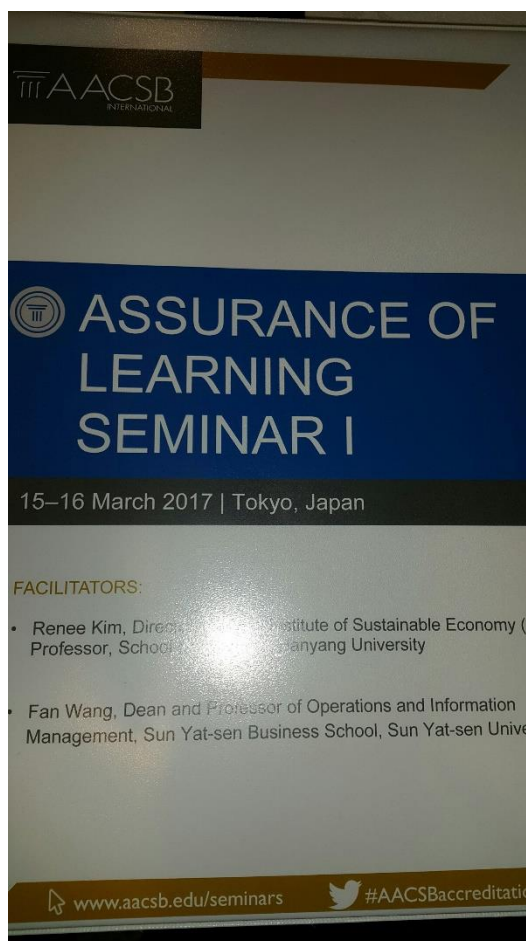
Associate Deans Seminar
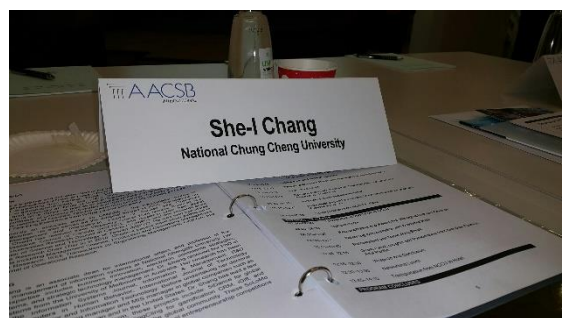
研討會現場	研討會現場
研討會名牌	
本人合影於研討會現場	研討會手冊
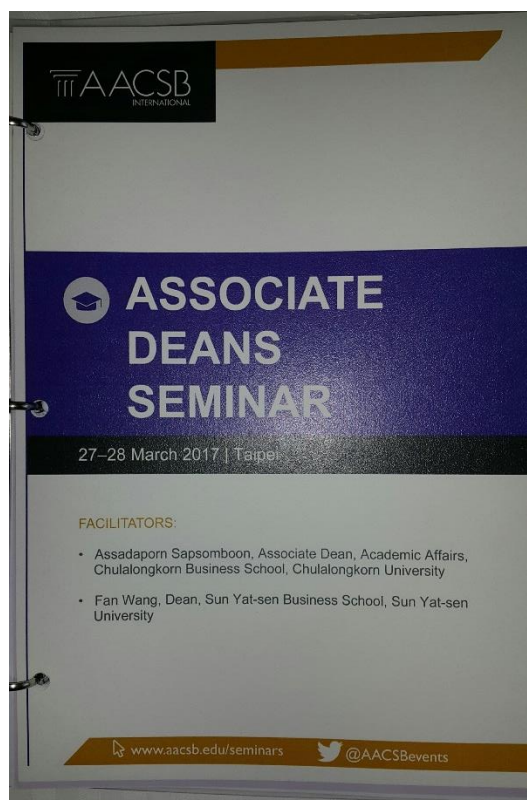
附件一 AACSB 2017 Seminar 網站

2017 Business Accreditation Seminar

http://www.aacsb.edu/events/seminar/2017/business-accreditation-march-tokyo

2017 Assurance of Learning Seminar

http://www.aacsb.edu/events/seminar/2017/2017-march-assurance-of-learning-seminar-i-tokyo

Associate Deans Seminar

http://www.aacsb.edu/events/seminar/2017/associate-deans-march-taipei

附件二 研討會證書

2017 Business Accreditation Seminar

AACSB INTERNATIONAL

Certifies that

She-I Chang

has successfully completed the
Business Accreditation Seminar
Tokyo, Japan
13–14 March 2017

Santiago Iñiguez de Onzoño
Chair, Board of Directors
AACSB International

Tom R. Robinson
President and Chief Executive Officer
AACSB International

2017 Assurance of Learning Seminar

AACSB INTERNATIONAL

Certifies that

She-I Chang

has successfully completed the
Assurance of Learning Seminar I
Tokyo, Japan
15–16 March 2017

Santiago Iñiguez de Onzoño
Chair, Board of Directors
AACSB International

Tom R. Robinson
President and Chief Executive Officer
AACSB International

13

￤ﾔﾔﾔ AACSB
INTERNATIONAL

Certifies that

She-I Chang

has successfully completed the
Associate Deans Seminar
Taipei
27 – 28 March 2017

Santiago Iñiguez de Onzoño
Chair, Board of Directors
AACSB International

Tom R. Robinson
President and Chief Executive Officer
AACSB International

附件三 AACSB 2017 Seminar 手冊暨議程

2017 Business Accreditation Seminar

BUSINESS ACCREDITATION SEMINAR

13–14 March 2017 | Tokyo, Japan

FACILITATORS:

- **Patrick Y.K. Chau**, Director, School of Business, and Padma and Hari Harilela Professor in Strategic Information Management, Faculty of Business and Economics, The University of Hong Kong

- **Kenji Yokoyama**, Vice-President and Executive Dean, College of International Management & Graduate School of Management, Ritsumeikan Asia Pacific University

www.aacsb.edu/seminars   #AACSBaccreditation

Supplemental Materials

Day 1	
07:45 – 08:30	**Registration and Refreshments**
08:30 – 10:15	**Seminar Learning Objectives and Purpose of Accreditation** Pedagogy Elements of a High Quality Business School Accreditation Themes Eligibility Criteria
10:15 – 10:45	**Refreshment Break**
10:45 – 12:00	**Standards for Business Accreditation: Strategic Management and Innovation** Standard 1: Mission, Impact, and Innovation
12:00 – 13:00	Lunch
13:00 – 15:00	Strategic Management and Innovation continued; Standards for Business Accreditation: Participants - Students, Faculty, and Professional Staff Standard 2: Intellectual Contributions and Alignment with Mission Standard 3: Financial Strategies and Allocation of Resources Standard 4: Student Admissions, Progression, and Career Development
15:00 – 15:30	**Refreshment Break**
15:30 – 17:00	Participants - Students, Faculty, and Professional Staff - continued Standard 5: Faculty Sufficiency and Deployment Standard 6: Faculty Management and Support Standard 7: Professional Staff Sufficiency and Deployment
17:15 – 18:15	Reception

Day 2	
07:45 - 08:30	**Refreshments**
08:30 – 10:30	**Standard 15: Faculty Qualifications**
10:30 – 11:00	**Refreshment Break**
11:00 – 12:00	**Standards for Business Accreditation: Academic and Professional Engagement** Standard 13: Student Academic and Professional Engagement Standard 14: Executive Education
12:00 – 13:00	Lunch
13:00 – 14:45	**Standards for Business Accreditation: Learning and Teaching** Standard 8: Curricula Management and Assurance of Learning Standard 9: Curriculum Content Standard 10: Student-Faculty Interactions Standard 11: Degree Program Educational Level, Structure, and Equivalence Standard 12: Teaching Effectiveness
14:45 – 15:15	**Refreshment Break**
15:15 – 16:00	**Guidelines and Processes** Initial Accreditation Strategic Pre-Accreditation Issues Continuous Improvement Review Seminar Evaluation
16:00	**End of Seminar**

Business Accreditation Seminar

Patrick Y.K. Chau, Director, School of Business, and Padma and Hari Harilela Professor in Strategic Information Management, Faculty of Business and Economics, The University of Hong Kong

Kenji Yokoyama, Vice-President and Executive Dean, College of International Management & Graduate School of Management, Ritsumeikan Asia Pacific University

13-14 March 2017
Tokyo, Japan

1

Seminar Learning Objectives

Seminar participants will develop a deeper understanding of:

- Eligibility criteria and the accreditation standards;
- Processes leading to initial and continuous improvement review of accreditation;
- Importance of a focus on quality and continuous improvement supported by engagement; innovation; impact

2

Seminar Learning Objectives

Seminar participants will also:

- Develop relationships with other deans, administrators, and faculty, many of whom could serve as important resources for initial accreditation or continuous improvement review of accreditation; and
- Have an opportunity for self-reflection and evaluation relative to one's own school.

3

TïAACSB

Seminar Pedagogy

- Presentation
- Discussion
- Interaction and sharing
- Reflection

4

TïAACSB

ASSURANCE OF LEARNING SEMINAR I

15-16 March 2017 | Tokyo, Japan

FACILITATORS:

- Renee Kim, Director of Korea Institute of Sustainable Economy (KISE), Professor, School of Business, Hanyang University

- Fan Wang, Dean and Professor of Operations and Information Management, Sun Yat-sen Business School, Sun Yat-sen University

www.aacsb.edu/seminars   #AACSBaccreditation

CONTENTS

SEMINAR AGENDA

WEDNESDAY, 15 MARCH 2017	
07:30–08:30	Registration and Refreshments
08:30–10:00	Introductions and Overview of the AoL Process
10:00–10:30	Refreshment Break
10:30–12:00	AACSB AoL Standards and Detailed Examples of the AoL Process
12:00–13:00	Lunch
13:00–14:30	Detailed Review of Examples (Continued) Learning Goals and Learning Objectives
14:30–15:00	Refreshment Break
15:00–16:30	Exercise: Writing Learning Goals and Learning Objectives

THURSDAY, 16 MARCH 2017	
07:30–08:30	Refreshments
08:30–10:00	Recap and Review of Learning Goals and Learning Objectives
10:00–10:30	Refreshment Break
10:30–12:00	Measurement Decisions and Rubrics Exercise: Designing Rubrics
12:00–13:00	Lunch
13:00–14:30	Challenges in Implementing AoL AoL and the Peer Review Team Visit

PROGRAM CONCLUDES

Assurance of Learning Seminar I

Renee Kim
Director of Korea Institute of Sustainable Economy (KISE)
Professor, School of Business
Hanyang University, South Korea

Fan Wang
Dean
Professor of Operations and Information Management,
Sun Yat-sen Business School
Sun Yat-sen University, China

March 2017
Tokyo, Japan

Overview

Day 1
- Introduction: AoL and AACSB Standards
- The AoL Process: Review of Examples
- Learning Goals and Learning Objectives
- Exercise: Writing Learning Goals

Day 2
- Exercise: Critique of Learning Goals/Learning Objectives
- Measurement Decisions and Rubrics
- Challenges in Implementing AoL
- AoL and the Peer Review Team visit
- Conclusion

2

Seminar Goals

By the end of the seminar, you should be able to:

- Understand AoL in the context of curriculum management.

- Recognize the conceptual and practical issues which arise when trying to implement AoL.

- Appreciate (through a review of examples) the wide variety of approaches that schools have used in implementing AoL.

- Understand the fundamentals of writing learning goals and learning objectives, and designing rubrics.

3

AACSB

Your Input for the Seminar

For use in the seminar:

- Learning goals for your program(s), if available
- Curriculum Maps, Assessment Plans, Rubrics, etc from your program(s), if available

4

AACSB

ASSOCIATE DEANS SEMINAR

27–28 March 2017 | Taipei

FACILITATORS:

- Assadaporn Sapsomboon, Associate Dean, Academic Affairs, Chulalongkorn Business School, Chulalongkorn University

- Fan Wang, Dean, Sun Yat-sen Business School, Sun Yat-sen University

www.aacsb.edu/seminars   @AACSBevents

SEMINAR AGENDA

<table>
<tr><td colspan="2">MONDAY, 27 MARCH</td></tr>
<tr><td>07:30–08:00</td><td>Transportation from Howard Plaza Hotel Taipei to National Chengchi University (NCCU)</td></tr>
<tr><td>08:00–08:30</td><td>Registration and Refreshments</td></tr>
<tr><td>08:30–09:00</td><td>Welcome, Introductions, and Seminar Objectives</td></tr>
<tr><td>09:00–10:15</td><td>Roles and Responsibilities of the Associate Dean
• Goals and Expectations vs. Benefits
• Introduction to AACSB Accreditation</td></tr>
<tr><td>10:15–10:45</td><td>Refreshment and Networking Break</td></tr>
<tr><td>10:45–12:15</td><td>Responsibilities and Resources: Managing Faculty and Research</td></tr>
<tr><td>12:15–13:15</td><td>Networking Lunch</td></tr>
<tr><td>13:15–14:45</td><td>Responsibilities and Resources: Managing the Curriculum and Assurance of Learning</td></tr>
<tr><td>14:45–15:15</td><td>Refreshment and Networking Break</td></tr>
<tr><td>15:15–16:30</td><td>Responsibilities and Resources: Managing Student Services and External Relations</td></tr>
<tr><td>16:45–17:15</td><td>Transportation from NCCU to Hotel</td></tr>
<tr><td colspan="2">TUESDAY, 28 MARCH</td></tr>
<tr><td>07:30–08:00</td><td>Transportation from Hotel to NCCU</td></tr>
<tr><td>08:00–08:30</td><td>Refreshments</td></tr>
<tr><td>08:30–09:30</td><td>Responsibilities and Resources: Managing Staff and Finances</td></tr>
<tr><td>09:30–10:15</td><td>Balancing Administration and Academic Work</td></tr>
<tr><td>10:15–10:45</td><td>Refreshment and Networking Break</td></tr>
<tr><td>10:45–12:15</td><td>Guest Panel: Insights and Perspectives from Associate Deans in Asia Pacific</td></tr>
<tr><td>12:15–12:30</td><td>Wrap-Up and Conclusion</td></tr>
<tr><td>12:30–13:30</td><td>Networking Lunch</td></tr>
<tr><td>13:45–14:15</td><td>Transportation from NCCU to Hotel</td></tr>
<tr><td colspan="2">PROGRAM CONCLUDES</td></tr>
</table>

Activity 1

- Task: Go around the room to introduce yourself and get to know others in this seminar as many as possible. We will then ask you to introduce others. Anyone who can introduce the largest number of people will get a gift from Thailand
  - Your name, school, and academic discipline
  - Brief description of your Associate Dean responsibilities
  - How long is your term? How long have you been in your term?
  - Your feeling about this Associate/Assistant Dean appointment?

4

ⅢAACSB
INTERNATIONAL

Objectives of This Seminar

- Learn effective strategies for maintaining the teaching and/or research obligations while meeting the expectations for service
- Identify the resources needed to efficiently manage the internal (e.g., faculty, staff, student services, budgeting, curriculum development, etc.) and external (e.g., corporate and international relations) components of the associate dean's responsibilities
- Understand the role the associate dean plays in the accreditation process
- Benefit from the value of the AACSB Network

5

ⅢAACSB
INTERNATIONAL

Activity 2 (Use Activity Sheet)

- Task: Write down your main objectives in attending this seminar
  - Be specific of what you want to get out from this seminar
- Task: Share ONE objective you wrote down

13

Roles of Associate Deans

Roles and Responsibilities
Goals and Expectations
Introduction to AACSB Accreditation

14

Roles of Associate Deans

- Managing Faculty and Research
- Managing Curriculum and Teaching and Learning
- Managing Student Services and External Relations
- Managing Staff and Financial Resources

AACSB
INTERNATIONAL

Benefits for the Associate Deans

- Overview for the whole management of the school
- Follow international standards
- Collaborate with Dean and other associate deans
    - When you are assigned as the associate dean who is in charge of the accreditation, ... ^_^
- Work with school participators
- Work with university administration
- International community
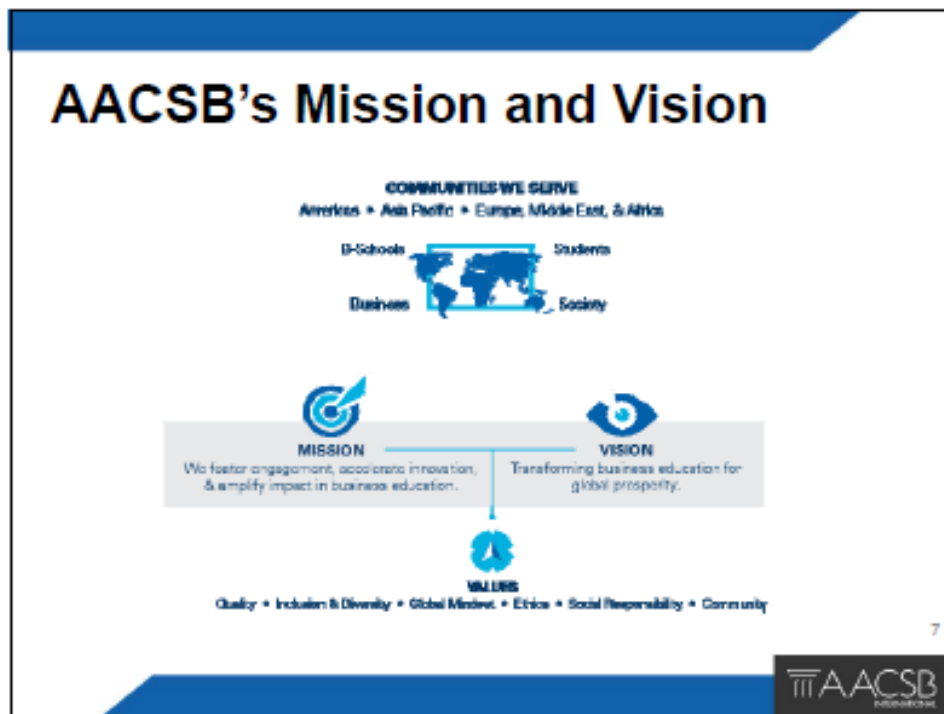
AACSB
INTERNATIONAL

2017 Business Accreditation Seminar

Accreditation Themes

Innovation

- Foster quality, but not at the expense of creativity, experimentation, and innovation.
- Innovation is encouraged and should lead to improvements and high quality.

9

TⓜAACSB

Accreditation Themes

Impact

- Environment of increasing accountability.
- Must focus on high quality inputs and resulting outcomes.
- Show how the school is making a difference and having impact.
- Areas of impact: mission, assurance of learning (AoL), curriculum, degree programs, research, teaching, students, and community.

10

TⓜAACSB

Standards for Business Accreditation

Strategic Management and Innovation

- A quality business school has and acts on a clear mission.
- The mission is translated into expected outcomes; strategies are developed for achieving those outcomes.
- 3 critical and related components are addressed:
  - Mission and strategy
  - Scholarship and intellectual contributions
  - Financial strategies

AACSB

Standard 1: Mission, Impact, and Innovation

"*The school articulates a clear and distinctive mission, the expected outcomes this mission implies, and strategies outlining how these outcomes will be achieved. The school has a history of achievement and improvement and specifies future actions for continuous improvement and innovation consistent with this mission, expected outcomes, and strategies*".

AACSB

Mission, Impact, and Innovation

- Mission guides decision making.
- Mission identifies distinguishing characteristics that indicate how the school positions itself.
- Innovation and change must be embraced in a changing environment.

41

AACSB

Mission, Impact, and Innovation, Cont.

- Mission, expected outcomes, and strategies define the following:
  - degree and non-degree programs;
  - students to be served;
  - teaching/learning models;
  - intellectual contributions; and
  - organizations to be served.
- Mission, expected outcomes, and strategies are appropriate to higher education and are consonant with the institution of which it is a part.

42

AACSB

Mission, Impact, and Innovation, Cont.

- Mission, expected outcomes, and strategies are periodically reviewed and revised.
- Key stakeholders are involved in this transparent process;
- School evaluates its progress toward mission accomplishment.
- Continuous improvement, innovation, and future actions are noted.
- Resource requirements, responsible parties, and time frame are made clear.

43

▥AACSB

Application Scenario

- Seminar participants will discuss the scenario pertaining to Mission, Impact, and Innovation.

44

▥AACSB

Faculty Qualifications and Engagement

- The school must develop *criteria/definitions* consistent with its mission for the classification of faculty according to
  - Initial academic preparation (degrees) and professional experience (work history)
  - Ongoing/sustained scholarly and professional engagement, to augment initial qualifications

AACSB

Faculty Qualifications and Engagement

- **Initial academic preparation** – Earned degrees and other academic credentials.
- **Initial professional experience** – Nature, level, and duration of leadership and management positions in organizational work.
- **Sustained academic and professional engagement** – Necessary to maintain and augment qualifications of a faculty member over time.

AACSB
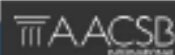
Faculty Qualifications and Engagement

- Qualified faculty status is based on initial academic preparation, initial professional experience, and sustained academic and professional engagement.

- Categories of *qualified faculty status*:
  - Scholarly academics   (SA)
  - Practice academics   (PA)
  - Scholarly practitioners   (SP)
  - Instructional practitioners (IP)

AACSB

Initial academic preparation and professional experience

	Sustained engagement activities	
	Academic (Research/Scholarly)	Applied/Practice
Professional experience, substantial in duration and level of responsibility	Scholarly Practitioners (SP)	Instructional Practitioners (IP)
Doctoral degree	Scholarly Academics (SA)	Practice Academics (PA)

Faculty Qualifications Indicators:
- Minimum SA: $(SA)/(SA + PA + SP + IP + O) \geq 40\%$
- Minimum SA + PA + SP: $(SA + PA + SP)/(SA + PA + SP + IP + O) \geq 60\%$
- Minimum SA + PA + SP + IP: $(SA + PA + SP + IP)/(SA + PA + SP + IP + O) \geq 90\%$

AACSB

Faculty Qualifications and Engagement

- **Scholarly Academics (SA)**

- Sustain currency through scholarship and related activities.
- Also granted to faculty who have earned research doctorates within the last 5 years.
- Maintenance of SA through academic engagement activities:
    - Production of scholarship
    - Editorships, editorial board, committee service
    - Validation of SA status through leadership positions and participation in academic societies, research awards, academic fellow, invited presentations, etc.

AACSB

Faculty Qualifications and Engagement

- **Practice Academics (PA)**

- Sustain currency through professional engagement, interaction, and relevant activities. Applies to faculty who augment their initial preparation as SAs with engagement activities linked to practice, consulting, etc.
- Maintenance activities of PA status linking faculty to business and management practice:
    - Consulting
    - Faculty internships
    - Developing and presenting professional education or executive education programs
    - Significant participation in business professional associations
    - Practice oriented ICs
    - Relevant, active service on boards of directors

AACSB

Faculty Qualifications and Engagement

- **Scholarly Practitioner (SP)**
  - Sustain currency through continued professional experience, engagement, interaction, and scholarship related to the professional background and experience.
  - Faculty augment their experience with engagement activities involving scholarship in the field of teaching.
    - Scholarship
    - Publication editorships and/or editorial board/committee service
    - Validation of status through leadership positions in academic societies, research awards, invited presentations, etc.
    - Continuing education or executive education programs

79

ⅢAACSB

Faculty Qualifications and Engagement

Instructional Practitioner (IP)

For sustained IP status, professional engagement and interaction may include:

- Consulting
- Faculty internships
- Continuing education or executive education programs
- Professional work
- Professional association participation
- Service on boards of directors
- Professional certifications in the area of teaching

80

ⅢAACSB

Standards for Business Accreditation

Strategic Management and Innovation

- A quality business school has and acts on a clear mission.
- The mission is translated into expected outcomes; strategies are developed for achieving those outcomes.
- 3 critical and related components are addressed:
  - Mission and strategy
  - Scholarship and intellectual contributions
  - Financial strategies

7

AACSB

Standards for Business Accreditation

Participants – Students, Faculty, Professional Staff

- Students: matched to and supported to meet degree program expectations.

- Faculty: develop and manage curricula, teach students, and produce ICs.

- Professional staff: support the school's mission and provide important services.

8

AACSB

Standards for Business Accreditation

Learning and Teaching

- Curriculum management processes are in place to develop and improve the curriculum.
- AoL system produces a portfolio of evidence showing student performance against learning goals.
- Active student engagement in learning takes place as well as student-student and student-faculty interaction.

9

Standards for Business Accreditation

Academic and Professional Engagement

- Business schools must be grounded in both the academic study and practice of business and management.
- Appropriate engagement and the intersection of theory with practice should reflect the school's mission.

10

Standard 8: Curricula Management and Assurance of Learning

"The school uses well documented, systematic processes for determining and revising degree program learning goals; designing, delivering, and improving degree program curricula to achieve learning goals; and demonstrating that degree program learning goals have been met."

11

AACSB

Section 1
AoL Example Cases

(1) Cases in Detail:
Indian School of Business (ISB), India
Hanyang University Business School (HUBS), S.Korea

(2) Other Examples

12

AACSB

The AoL Process

Example Provided from Indian School of Business (ISB)

Programmes

Make Changes and "Close the Loop"

Continuous Improvement

Set Learning Goals and Objectives

Assess Learning Goals

13

AACSB
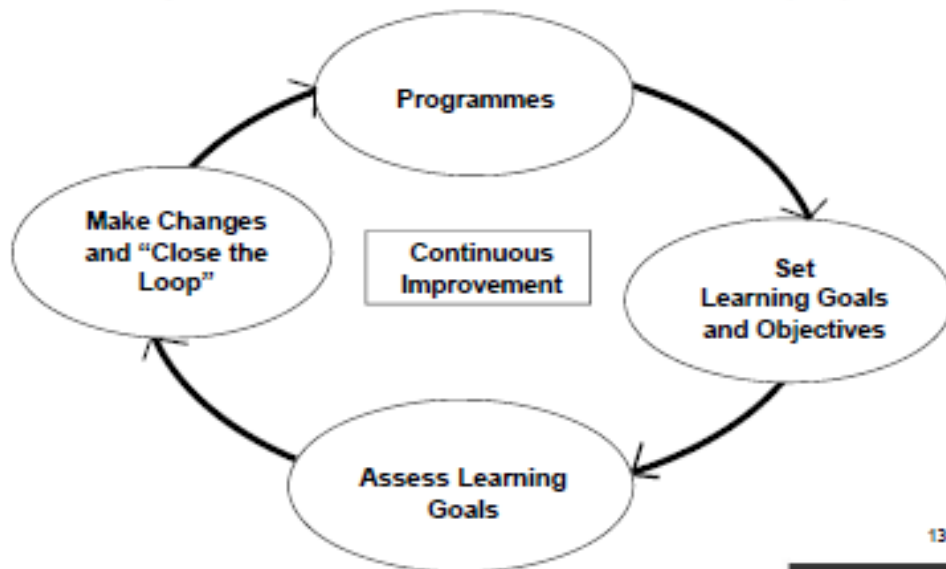
AoL: Important Caveats

- Assurance of learning should not be used to evaluate faculty teaching.

- Assurance of learning is connected to programs, and not to single courses or individual faculty.

- Assurance of learning is not the same as course grades.

14

AACSB

Learning Goals

- Definition of learning goal
  - A learning goal is a statement of expected accomplishment.

- Basis of learning goals
  - Learning goals are derived from the school's mission

- Number of of learning goals
  - 4-10 learning goals for each degree program are generally seen in AACSB accredited schools.

17

ISB's PGP* Learning Goals
*Equivalent to an MBA

Critical and Integrative Thinking

Effective Oral Communication

Interpersonal Awareness and Working in Teams

Ethical Responsibility

Awareness of Global Issues Affecting Business

18

ISB's PGP Learning Goals

Critical and Integrative Thinking
Each student shall be able to identify key issues in a business setting, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions.

Effective Oral Communication
Each student shall be able to communicate verbally in an organized, clear, and persuasive manner, and be a responsive listener.

Interpersonal Awareness and Working in Teams
Each student shall demonstrate an ability to work effectively in a team, exhibiting behavior that reflects an understanding of the importance of individual roles and tasks, and the ability to manage conflict and compromise, so that team goals are achieved.

Ethical Responsibility
Each student shall be able to identify ethical issues, understand the impact of a particular issue on various stakeholders, recognize the rights and responsibilities of the stakeholders, and systematically analyse the pros and cons of any decision related to the ethical issue.

Awareness of Global Issues Affecting Business
Each student shall be able to identify key relevant global factors, and be able to analyse the impact of the global environment on business issues, as compared with domestic factors.

All "general" goals (no "specific" goals)

19

ISB's PGPMAX* Learning Goals
*Equivalent to an Executive MBA

Leadership Skills	Critical and Integrative Thinking
Global Awareness	Ethical Responsibility

20

ISB's PGPMAX Learning Goals

Leadership Skills
Each student shall a have heightened awareness of what it takes to exercise effective leadership at senior levels, through key initiatives, effective execution, influencing, inspiring, empowering people, and managing change.

Critical and Integrative Thinking
Each student shall demonstrate an ability to identify the central problem/issue, despite limited or overwhelming information, draw and assess recommendations using a perspective that integrates both functional (i.e. business functions) and relevant external information, and deploy them effectively to solve business problems.

Global Awareness
Each student shall understand the nature of global issues impacting business, including competition, policies, politics, culture, and customers, and have the ability to manage them effectively.

Ethical Responsibility
Each student shall have the ability to make responsible decisions through enhanced sensitivity to various stakeholders, communities, and the environment that are affected by management decisions.

21

AACSB

ISB's PhD Program Learning Goals

Knowledge of Relevant Literature

Research Expertise

Teaching Ability

22

AACSB

ISB's PhD Program Learning Goals

Knowledge of Relevant Literature
Each student shall be familiar with the literature in the area of specialization, and a comprehensive understanding of the directions and priorities relevant to the area chosen for research.

Research Expertise
Each student shall be able too independently conduct research publishable in the top tier academic journals.

Teaching Ability
Each student shall be able to understand the challenges of teaching and managing a classroom, and acquiring the foundation to become an effective teacher.

23
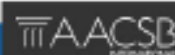
The AoL Process

	Steps	Process	AoL Committee	AACSB Committee	All Faculty
Learning Goals	Step 1	Develop learning goals for each program		✓	✓
	Step 2	Develop learning objectives/traits, and rubrics for each learning goal	✓	✓	✓
Assessment					
"Closing the Loop"					

Learning Objectives

- Learning objectives focus on "observable" behaviours that reflect the attributes in the learning goal

- Each objective should describe a clear learning outcome, not a process

- Ideally, each objective should have a single outcome

25

Example of Objectives/Traits

Learning Goal: Critical and Integrative Thinking
Each student shall be able to identify key issues in a business setting, develop a perspective that is supported with relevant information and integrative thinking, to draw and assess conclusions.

Learning Objectives/Traits
1. Clearly identifies the central problem/issue
2. Uses information, experience, and assigned sources
3. Develops own perspective/position
4. Presents right data/evidence to support analysis
5. Interprets and infers appropriately from analysis
6. Integrates issues using other perspectives/positions
7. Effective summary, conclusions, and implications

Useful (but not necessary) to use "action" verbs, such as:
Identify
Demonstrate
Organize
Analyze
Differentiate
Illustrate
Classify
Calculate

26

Example of Objectives/Traits

Learning Goal: Effective Oral Communication
Each student shall be able to communicate verbally in an organized, clear, and persuasive manner, and be a responsive listener.

Objectives/Traits
1. Introduction and clarity of main points
2. Organization and flow of the presentation
3. Summary and conclusion
4. Voice, delivery, and pace of speech
5. Enunciation and inflection
6. Gesture, posture, and eye contact
7. Energy and enthusiasm
8. Attention to audience comments or questions
9. Responsiveness/engagement with audience

27

AACSB

Example Rubric: Critical and Integrative Thinking

Traits / Objectives	Unsatisfactory	Satisfactory	Exceeds Expectations
Clearly identifies the central problem/ issue	There is little or no clarity in the identification of key problem/s	The issue is summarized quite well, but not fully elaborated in terms of finer details or nuances	Not only is the central challenge clearly spelt out, the implicit and subsidiary aspects as well as the key integral relationships essential for analysis are also highlighted
Uses information, experience and assigned sources	From the available information, examines only limited sources/ views of the argument	Utilizes available information / assigned sources quite well	Apart from available information, draws on experience and information not available from assigned sources
Develops own perspective/ position	Fails to clarify one's own position related to the established or dominant idea/ perspective	Does a reasonably good job of presenting and justifying own position or hypothesis	Identifies and justifies own position/ perspective on the issue in a manner that is interesting, relevant and compelling
Presents right data/evidence to support analysis	Evidence is inappropriate to support analysis and evaluation	Considers appropriate data/ evidence or sources to support analysis	After clearly defining information needs, proactively gathers evidence to effectively meet requirements of analysis
Interprets and infers appropriately from analysis	Analysis does not match the requirements of hypothesis testing or too simplistic for effective assessment	Analysis / exploration is somewhat routine	Apart from justifying own views, addresses contrary views / interpretations in the analysis
Integrates issue using other perspectives/positions	Alternatives/ other positions are misrepresented or treated superficially	Analysis of alternatives/ other positions is quite thoughtful and mostly accurate	Analysis of alternatives/ other positions is accurate and appreciative; does an excellent job of supporting justification and judgment process
Effective summary, conclusions and implications	Presents a simplistic summary; there are no clear conclusions or discussion of implications	Conclusions are satisfactory, and the consideration of consequences on other aspects is quite good	Conclusions deal with core challenges persuasively, and discussion deals with consequences/ implications beyond the issue

28

Learning Goals

- General knowledge & skills areas
  - Communication skills
  - Problem-solving abilities
  - Ethical reasoning skills
  - Language skills
  - Technology skills
- Management-specific knowledge & skill areas
  - Directly related to management tasks

- Separate measurement of each LG?
  - Each LG should have its own performance standard
  - A common method & activity can be used to gather data on more than one LG.
    - A case analysis – analytical thinking & writing skills
    - A presentation – oral communication skills & business discipline competence

85

Learning Goals

- How many to have?

- Where do they come from?

- What are characteristics of good learning goals?

86

Learning Goals

- Specify 4 to 10 LGs for each degree program

- A set of LGs for each program
  - Consistent with the mission of the school

- 'Broad' statement of accomplishment that cut across a curriculum
  - LGs : student achievement at macro-level
  - Specific courses: each faculty's responsibility

87

How Many Learning Goals?

- Mix of discipline and non-discipline learning goals?

- Having few goals has obvious advantages for assurability

- Tension between being efficient (few goals) and being true to mission (comprehensive)

- Few generic goals leads to lack of distinctiveness (e.g. from other B-schools and even other schools such as engineering)

88

Criteria for Effective Learning Goals

(1) Authentic
Does it reflect what your program really wants to achieve?

(2) Achievable
Is it realistically achievable?
e.g. student (graduate) will make ethical decision ? – hard to measure

(3) Alignable
Does the present curriculum offer appropriate content to achieve the goal?

(4) Clear
Will students and relevant stakeholders understand what it means?

89

Criteria for Effective Learning Goals (contd.)

(5) Measurable
Is the goal subject to appropriate evidence, without being "dumbed down"?
e.g. lifelong learning – impossible to measure

(6) Differentiated
Is there overlap between goals?

(7) Singular
Does it carry more than one goal?
typical mistake – in one LG, two implicit aiming

(8) Worthwhile
Is it worthwhile to achieve the goal?

90

Measurement Decisions

- Where/when to measure: Core courses? Elective courses? Capstone courses?

- The issue with using final course grade for measurement

- Embedding AoL measurements within existing course requirements

- If sampling is done, what is the sampling strategy?

- What is the measurement target for learning goals/ objectives?

- How to ensure "direct" measurement? The relevance of "rubrics"

95

The Rubric: A Tool for Direct Measurement

A rubric is a scoring tool.

It addresses many of the weaknesses of most methods of scoring/grading.

96

Alignment

- The Learning Goals – established within an 'across the curriculum' context

- Ensure the curriculum addresses the learning goals
  - Ideally, in a number of courses
  - Clear evidence – student works <u>in one or more classes</u> directly support achievement of LGs

105

Alignment

- The more places in a curriculum support one or more LGs, the greater the probability of student success.

- e.g. LGs – oral presentation skills, critical thinking skills, problem solving skills
  - Can be addressed in various courses regardless of content areas.

106

Alignment

- Faculty must know and understand the program learning goals
  - Where they are getting involved in AoL process
  - Accountability of faculty – critical for completion of AoL
- Process needed to ensure follow through with aligned assessment
  - A curriculum map helps – accessible to faculty
- Process needed to ensure
  - new faculty or newly assigned faculty understand where their course fits into the AoL plans
- Process monitoring essential to maintain consistency
  - Rubric – common grading scheme necessary for a few courses assessment
  - Admin staffs – data management

107

Alignment

- Check example in Appendix showing
  - Which programs goals are met by this subject/course
  - Which assignment is used for the Assessment

- Ideally, curriculum mapping exists for reference by all faculty and administrators
  - A reference point
  - A website with rubrics
  - Periodic check necessary

108

Alignment

- Regular meetings to discuss alignment allows faculty to announce need for change

- Stability in curriculum mapping may not be achieved quickly, rather iteratively

- Ideally, there are few collection points, yet enough to ensure sufficiency of data

- Process needed to alert if ad hoc changes are made

109

Alignment

- Regular meetings to discuss alignment
  - allows faculty to announce need for change & maintenance

- Stability in curriculum mapping may not be achieved quickly, rather iteratively
  - After 2-3 times, start to see a pattern.

- Ideally, there are few collection points, yet enough to ensure sufficiency of data

- Process needed to alert if ad hoc changes are made
  - Do not depend on one person (maybe sick or absent), cancel in classes
  - Better to have a team.

110

Closing the Loop

- Have a clearly defined policy for actions to be taken when assessment goals are not met.

- Key questions:
  - Under what conditions will actions be triggered?
  - Who is responsible to take actions?
    - AoL/AACSB committee; curriculum committee; program director ?
  - What types of actions will be taken?
    - o Ask faculty to spend more time on specific topic
    - o Change pedagogy
    - o Add a new workshop
    - o Add a pre-requisite course
    - o Shift sequence of courses in program
    - o Add a course
    - o Change admission standards

115

Closing the Loop

- Demonstrate "a system in place"
  - Make diagnosis, get proper people involved to improve the program

- Faculty problem
  - If a faculty show the same symptom in other classes

- Systematic issue
  - If measures from two classes or more of the same subject show a symptom
  - If 2 times of 2 cycle show the same output
    - Measurement problem ? – AoL/ AACSB committee
    - Change the course ? – curriculum committee

116

Closing the Loop

- AoL assessment results
  - Must be shared with, analyzed by faculty committee & the leadership of the school
  - Critical to show - How & where this data is used for continuous improvement of curricula

- The collection process
  - May not measure every LG annually
  - Assessed at least twice within each review cycle.
  - Should not extend across so many years
    - The process fails to achieve continuous improvement.

117
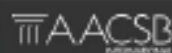
Closing the Loop

- Look at your own quality assurance process and figure out where the AoL for AACSB fits in – two independent systems will be very difficult to manage

- Try to bring the different elements of the paperwork together into one system, one portal

- Make as much of it routine work for admin staff as possible so that faculty members can focus on the issues which need attention

118

Engagement

In preparing students for meaningful professional, societal, and personal lives:

- A balance of academic and professional engagement is essential
- The intersection of academic and professional engagement enhances quality outcomes consistent with mission/strategy

21

AACSB
INTERNATIONAL

Innovation

Accreditation standards foster quality and continuous improvement but encourages:

- Experimentation
- Entrepreneurial pursuits
- Recognizes risks with priority on strategic innovation
- Innovations should be well-developed, rational, and aligned with mission/strategy

22

AACSB
INTERNATIONAL

Impact

Recognizes growing focus on accountability reflecting:
- High quality inputs and outcomes
- Demonstration that business school is "making a difference"
- Accountability is part of the culture and impact is documented resulting from the execution of the mission/strategy

ⅢAACSB

Types of Impact

- Mission alignment impact
- Intellectual contributions impact
- Academic impact
- Teaching and instructional impact
- Academic program impact
- Practice and community impact
- Executive education impact
- Research center impact

ⅢAACSB

AACSB Accreditation: 15 Standards

- Strategic Management and Innovation (3)
- Participants (4)
- Learning and Teaching (5)
- Academic and Professional Engagement (3)

25

Standards for Business Accreditation

Strategic Management and Innovation

- A quality business school has and acts on a clear mission.
- The mission is translated into expected outcomes; strategies are developed for achieving those outcomes.
- 3 critical and related components are addressed:
  - Mission and strategy
  - Scholarship and intellectual contributions
  - Financial strategies

26

Standards for Business Accreditation

Participants – Students, Faculty, Professional Staff

- Students (Std 4): matched to and supported to meet degree program expectations
- Faculty (Std 5): develop and manage curricula, teach students, and produce ICs
- Professional staff (Std 6): support the school's mission and provide important services

27

AACSB
INTERNATIONAL

Standards for Business Accreditation

Learning and Teaching

- Curriculum management processes are in place to develop and improve the curriculum.
- AoL system produces a portfolio of evidence showing student performance against learning goals.
- Active student engagement in learning takes place as well as student-student and student-faculty interaction.

28

AACSB
INTERNATIONAL

Standards for Business Accreditation

Academic and Professional Engagement

- Business schools must be grounded in both the academic study and practice of business and management.
- Appropriate engagement and the intersection of theory with practice should reflect the school's mission.

29

Roles and Responsibilities

- Who should be involved from the institution?
  - Dean/Associate Dean
  - Department Chairs/Program Directors
  - Faculty (Key Committees)
  - Students
  - Business community/alumni
  - President/CAO

30

Accreditation Requirements and Guidelines

- Accreditation requirements and guidelines
  - Faculty Qualification Status

  - Participating vs. Supporting Faculty

  - Impact of Research

33

Faculty Sufficiency and Deployment

- School adopts and applies criteria for documenting faculty members as *participating* or *supporting* consistent with its mission.
- Faculty is sufficient to perform or oversee:
  - Curriculum development
  - Course development
  - Course delivery
  - Assessment/AoL
  - Other instructional activities
- Faculty is also sufficient for other mission activities:
  - ICs, service, executive education, etc.

34

Faculty Sufficiency and Deployment (Cont.)

- Normally, *participating faculty* will deliver:
  - At least 75% of the school's teaching
  - At least 60% of the teaching in each program, discipline, location, and delivery mode.
- The remaining faculty members will be classified as *supporting faculty*

AACSB
INTERNATIONAL

Faculty Sufficiency and Deployment (Cont.)

- Participating faculty are distributed across programs, disciplines, locations, and delivery modes consistent with the school's mission.
- High quality programs and student-faculty interaction must be ensured.
- Overall high quality must be documented when faculty hold primary appointments elsewhere.

AACSB
INTERNATIONAL

Questions for Reflection

- What process does your school use to determine the types of faculty resources are needed for mission success?
- How does your school determine the priority and value of different activities of faculty consistent with the school's mission and expected outcomes?
- What are your school's criteria for defining a participating faculty member and a supporting faculty member?

37

AACSB

Faculty Management and Support

- School has processes for assigning faculty responsibilities to individuals.
- Different faculty members may have different expectations.
- Performance expectations are clearly communicated.
- Faculty evaluation, promotion, and reward processes are systematic and support the school's mission.

38

AACSB

Faculty Management and Support (Cont.)

- School has effective processes for providing orientation, guidance, and mentoring.
- School has an overall faculty resource plan that reflects the mission and projects faculty resource requirements.
- Policies guiding scholarship should be clear and consistent with the mission.
- Evaluation and performance systems include IC outcomes as well as teaching effectiveness.

39

AACSB

Questions for Reflection

- Does your school provide different types of support to faculty over the progression of their careers?
- Does your school have different expectations of faculty members over the progression of their careers?
- How are your faculty engaged with professional practice during different stages of their academic careers?

40

AACSB

Faculty
Teaching/Research/Service Portfolio

41

Sustained Engagement Activities

Initial Academic Preparation and Professional Experience	Academic (Research/Scholarly)	Applied/Practice
Professional Experience, Substantial in Duration, and Level of Responsibility	Scholarly Practioners (SP)	Instructional Practitioners (IP)
Doctoral Degree	Scholarly Academics (SA)	Practice Academics (PA)

42

68

Motivating Faculty Research

- Benefits of Being SA (or PA)
- Mentors
- Financial Incentives and Other Rewards
- Improvement Plans
- Promotion Expectations
- Summer Teaching Expectations
- Workload Adjustments

43

Additional Resources for Faculty Management

- Impact of Research Report
- AACSB Seminars/Webinars
- Books on building support for good ideas and handling faculty issues
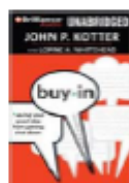
44

Accreditation Requirements for Curriculum

- AACSB International Accreditation
  - Business
  - Accounting
- Regional Quality Assurance System, for example AUN QA
- National Quality Assurance System

53

AACSB Accreditation Requirement for Curriculum and Assurance of Learning

- 2013 Business Accreditation Standards
  - Program management and delivery
    - Standards 4 and 7 under Participant Standards
  - Curriculum content and Assurance of Learning (AoL)
    - Standards 8-12 under Learning and Teaching Standards
    - Standards 13-14 under Academic and Professional Engagement Standards

54

Roles for Program, Curriculum and Assessment

- Program Champion
- Assessment Champion
- Faculty Coach
- Student Advocate
- Learning Custodian
- Community Cultivator
- Owner of Total Student Experience
- Program Portfolio Manager
- Innovation Catalyst
- Tightrope Walker

55

AACSB

Issues in Curriculum Management and AoL

- Curriculum content
  - Level: program, school, university, national
  - Issues: regulations/guidelines compliance, theory vs. practice, ownership
  - Communication: faculty members, program committee, school, curriculum committee, accreditation committee, QA committee
- Process
  - Level: program, school, university, national
  - Issues: delivery vs. outcome, Monitoring and evaluation
  - Communication: faculty members, program committee, school, curriculum committee, accreditation committee, QA committee

56

AACSB

Issues in Curriculum Management and AoL

- Program management and delivery (staff and student progression)
  - Level: program, school
  - Issue: data alignment from programs and school
  - Communication: program staff, school staff

TTIAACSB
INTERNATIONAL

Issues in Curriculum Management and AoL

- Teaching (interaction and teaching effectiveness)
  - Level: faculty members, professional staff
  - Issue: faculty member and staff development

The mediocre teacher tells.
The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires.

TTIAACSB
INTERNATIONAL

The AoL Process

Continuous Improvement

- Programmes
- Set Learning Goals and Objectives
- Assess Learning Goals
- Make Changes and "Close the Loop"
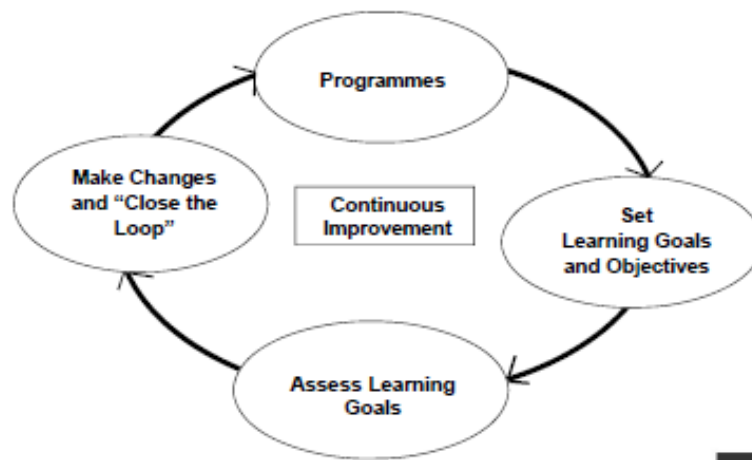
59

Additional AoL Resources

- AACSB Curriculum Portal
- AACSB Articles and Papers
- AACSB Assurance of Learning Seminar I and II
- AACSB Assessment Conference
- AACSB Curriculum Development Series
- AACSB Curriculum Conference
- AACSB BizEd Magazine

61

Managing Students Services and External Relations

AACSB INTERNATIONAL

Student Services

- Marketing and recruitment
- Curriculum and extra curricular activities
- Student support services
- Community building

- Differentiate among
  - Operational necessity
  - Optional extra
  - Valued

AACSB INTERNATIONAL

Marketing and Recruiting Activities

- Target market: local, regional, global
- Stakeholders
- Influencers
- Media and messaging choices

65

Student Activities

- School mission
- Variety of activities and targets:
  - Academic, i.e. internship, students competition
  - Extra curricular activities, i.e. sports, cultural, community, international involvement
- Level of student involvement: leaders, participants
- Stakeholders: faculty, staff, alumni, corporate, parents
- Communication channels: social media, technology, word of mouth, enforcement, face to face
- Outcome: student activity transcript, student portfolio

66

Career Services

- Attributes
  - External positioning
    - Employer relationship
  - Internal focus
    - Placement and career advancement
  - Market scope
    - Local, regional, global
- Stakeholders
  - Students, employers, alumni, corporate partners,

67

Career Services

- Processes
  - Professional skills development
  - Practical experience
  - Opportunities: exhibition (job fair), on-campus recruitment
    - Early student engagement
    - Potential employers engagement

68

Other Student Support Services

- Wellness
  - University level vs. school level
- Discipline
  - Dress code
  - Registration anomalies
  - Exam cheating

Community Building

- Attribute
  - Involvement: owned, participating
  - Type: purely academic, problem solving, labor intensive
  - Skills development
- Stakeholders
  - Students, alumni, corporate, community
- Processes
  - Alumni, corporate, community engagement
  - Continuity of project

Executive Education

- Attributes
  - Types of service: in-house, public
  - Learning modality: online, face to face
  - Collaboration: owned, external instructors, institutional collaboration
  - Market scope: local, regional, global
- Stakeholder: potential corporate customers, potential individual customers, faculty members, staff, alumni
- Outcome
  - Impact measurement
  - Turning participants to prospect students

73

TTA ACSB

Alumni Services

- Alumni services
  - Fundraising
  - Student activities
  - Executive education (instructor and participants)
  - Communication
- Stakeholders
  - Alumni association/club, department, program, students/parents
- Processes
  - Networking, networking, networking
- Outcome
  - Revenue increase, student impact, recognition

74

TTA ACSB

Professional Staff Sufficiency and Deployment

- Professional staff and services are sufficient to support:
  - Student learning
  - Instructional development
  - Information technology
  - Intellectual Contributions (IC)
  - Student academic assistance and advising
  - Career advising and placement
  - Alumni relations
  - Public relations
  - Fundraising
  - Student admissions
  - Executive education and other mission expectations

77

Professional Staff Sufficiency and Deployment (Cont.)

- Well-defined and effective processes are used for managing and developing professional staff and services.
- Student support services may be provided by professional staff, faculty, or both within or outside the school.

78

Managing Staff and Faculty Relationships

- Treating people with respect is non-negotiable: hold others to this principle
- Within every person is a human being: keep searching!
- Staff development is a primary managerial responsibility: delegation requires it
- Maintain confidentiality
- Maintain a spirit of caring
- Be consistent
- The only behaviors you can control are your own
- Patience, diplomacy and perseverance typically win the day... eventually

79

ⅲAACSB INTERNATIONAL

Types of College Revenue

- Tuition
  - Differential tuition
- Fees
- State support (if public)
- Grants and contracts
- Donor support
  - Spendable
  - Endowment (restricted versus unrestricted)
- Service/product revenues

80

ⅲAACSB INTERNATIONAL

Shrinking Budgets

- Efficiency – doing more with less
- Revenue growth
- Strategies in the media
  - Effective strategy must fit the culture/circumstances of each institution

83

Financial Concerns of Associate Deans

- Inability to…
  - Hire faculty/staff
  - Market the college successfully
  - Expand student services
  - Fund faculty development
  - Adjust faculty compensation equity
  - Offer performance incentives
  - Manage enrollment
  - Convince administration not to make across-the-board cuts

84

Deans' Views on Shrinking Budgets

- Raise Money
  - Expand development and fundraising activities
  - Expand credit and noncredit programs that generate revenue
  - Seek more grants and contracts
  - Increase tuition/fees
  - Increase enrollment (if dollars are allocated based on FTE or credit hour production)
  - Focus on retention and graduation rates (if state support is based on performance measures)

85

AACSB

Deans' Views on Shrinking Budgets

- Reduce expenses
  - Eliminate inefficient policies and practices
  - Increase class sizes
  - Restrict enrollment
    o Doctoral programs
    o Limit enrollment if dollars don't follow headcount or credit hour production
  - Eliminate some administrative units and programs
  - Reduce course offerings for non-business programs

86

AACSB

Deans' Views on Shrinking Budgets

- Re-Deploying Faculty (and staff)
  - Hire only to fill critical needs
  - Provide early retirement incentives
  - Adjust faculty loads for teaching/research
  - Alternative solutions
    - Aberration of tenure
    - Furloughs
    - Reduce salaries
    - Eliminate positions

87

AACSB INTERNATIONAL

Friend & Fundraising

- Important skill to develop if you aspire to be a Dean
  - Whose role?
  - Who is the primary point of contact? How/when are donors shared?
  - What are the university policies/practices?
  - Role of advisory boards
  - Importance of maintaining alumni relationships
  - Communicate needs and options... different gift opportunities appeal to different donors
  - What are the fundraising priorities?

88

AACSB INTERNATIONAL

What Really Matters for Success and Survival?

- Key stakeholders
- An appropriate balance of "work" and "life"
- Personal well-being
- Honoring a long-term career plan
- Setting expectations

Align With and Support Your Dean

- Get and stay on the same page with respect to your AD role, responsibilities, and activities
  - Establish a culture of mutual trust through open and ongoing communication and feedback
- Be an honest sounding board *for each other*
- Avoid "unpleasant surprises"
  - Clarify the ground rules for "heads up"
- Ask for help when you need it
- Coordinate and collaborate with your AD colleagues
  - Be an effective leadership team
- "Influence/manage up" when needed

Understanding What *Really* Matters to You

- Personal passions
- Pet peeves
- Achilles heels
- Hot buttons
- Prioritization: what matters most?
- Most importantly: *who and what will be your inspiration during the tough times?*

93

AACSB

Task Prioritization and Time Management

- Effective time management tools/ strategies?

- Will the approaches that got you here, get you through this new opportunity?

94

AACSB

Personal Productivity and Well-Being

- Get the right people "on the bus"
- Delegate
- Cultivate and develop staff
    – Annual performance reviews are critical
- Make good use of travel time
- Know when to say NO!
    – Or an equally unambiguous variation of this
- Be present when present
    – Your behaviors will send a signal

97

ⅲAACSB
INTERNATIONAL

Maintaining Work-Life Balance and Personal Well-Being

- Personal passions and choices define "balance"
    – Priorities should be influenced by the former
    – Priorities should determine the latter
- Sleep matters. More correctly, absence of sleep:
    – Has significant long-term health consequences
    – Turns challenges into misery
- Sustained stress is seriously debilitating and dangerous
    – Requires early and appropriate intervention(s)
- Rejuvenation matters
    – Hobbies, community service, exercise, Rest & Relaxation

98

ⅲAACSB
INTERNATIONAL

Honoring Your Own Long-Term Career Plan

- What's next?
- Where?
- What's after that?
- How do you best honor your long-term career plan?
- How do you prepare for your next career move?

99

AACSB
INTERNATIONAL

Closing Suggestions

- Be not alone on this journey!
  – Develop a peer network, "honest Abes," coaches, listeners, friends

- Use the many resources available to you

- Don't lose sight of your personal long-term goals

- No one can do everything perfectly
  – Learn to delegate and to satisfice
  – Learn to be comfortable with both

100

AACSB
INTERNATIONAL

Closing Suggestions

- Pursue opportunities to learn

- Try to stay academically fit:
    - Teach at least one course, even if you don't have to
    - Try to retain SA, at least attain PA

- Prioritization, delegation, and time management are critical!

- Get involved with AACSB's ADAG and other AD professional communities

101